

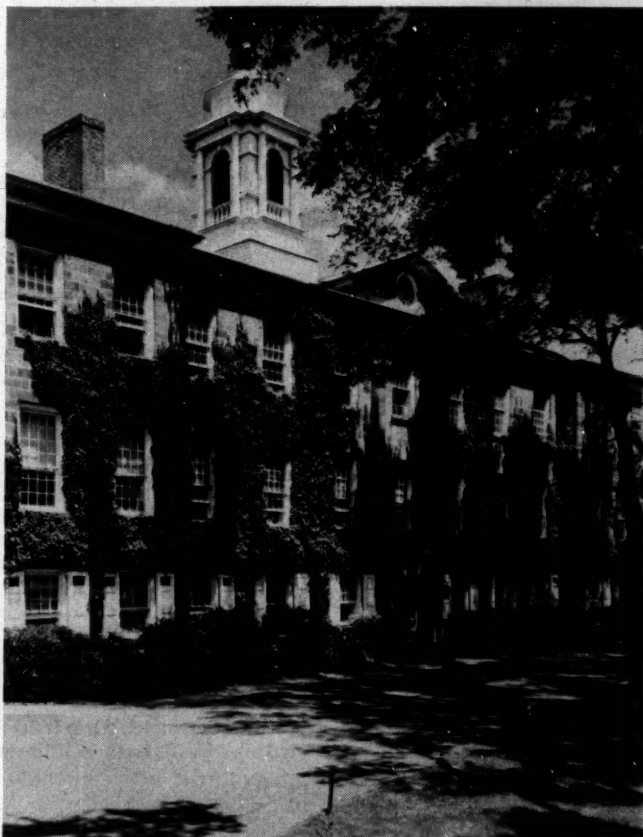
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COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

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Old Queens of Rutgers

THE JOURNAL
of the
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NEWS, NOTES & QUOTES . . .

Old Queens of Rutgers

Built in 1809, this fine old building once housed all of what is now Rutgers, the State University of New Jersey. It is now the administrative center of the State University, which has principal campuses in Newark and Camden, as well as in New Brunswick, and which yearly serves about 40,000 persons.

Payment In Kind

If an institution of higher learning is losing out in the competition for a stable and efficient non-teaching staff, it will perhaps have to look around for ways in which money payments can be supplemented by payment in kind.

Among the sources for payment in kind are the following:

1. Reduction in tuition and fees
2. Lessening of the degree of supervision
3. Titles, such as "Assistant to the Dean," etc.
4. Facilities and time for coffee breaks
5. Efficient equipment, such as electric typewriters
6. Adjustment of skills — use of recorders as a substitute for knowledge of shorthand, etc.
7. Feeling of belonging in campus life
8. Access to campus facilities — cultural and recreational
9. Use of suggestion boxes, etc.
10. Staff parties, outings, etc.

The choice of new members of the staff can be made to fit the nature of the compensation. Faculty wives, retired people, minority group members, the physically handicapped, will perhaps be of a calibre that will enable them to

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fit in with campus needs and life, yet at the same time, make this type of work attractive, because of, and not necessarily in spite of, the payment in kind.

Because of limited funds, and because of the needs of people whom the educational institution can serve in this manner, the practice of payment in kind need not be regarded as cheap, exploitive, or irresponsible. On the contrary, it is a service to the community.

Needless to say, if salaries of the staff can be increased up to the level that is customary in the community in general, because of improving over-all financial condi-

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tions, this would be highly desirable. In that case, these people should not be replaced as less desirable, unless that is actually the case. Potentially, they could be well chosen at any level of financial payment.

James W. Russell
Northwestern University
Counseling Center

A Neglected Public— The Board of Trustees

Where the president says every six months that the function of administration is to serve great teaching, the situation is good. . . .

Now I'd like to talk about the neglected public—the board of trustees. The faculty generally has the impression that the trustees are business men who don't know what education is all about. I have found that the faculty regarded the trustees as human where the faculty is represented on the board of trustees. That is being done in only a few places. If you try to institute it at your college, you'll find that every business man on the board will vote against it, saying, "You can't have complexity of command." Every business man will also say that you cannot discuss salaries in the presence of the faculty which he regards still as hired help. What he forgets, of course, is that faculty salaries are worked out by the president and the education committee and not discussed in board meetings generally. The finance committee also will be against faculty representation. So will the lawyers.

But what can be done is to invite faculty members to attend certain board meetings, and particularly to have faculty represented on any committee to select a new

president. That will lengthen the search by six months to a year, but it will pay off in the final selection of a new president acceptable both to faculty and to the trustees.

Also what is working out well in some places is a joint council of faculty and trustees, to discuss subjects ranging all the way from housing to the granting of honorary degrees.

Also as a device to bring trustees and faculty together, an annual event put on by one department of the faculty is a good one. This must be made enough of an occasion so that most of the board will attend. The main thing is to try to educate the trustees more in the main purposes of the institution.

William G. Averitt
Associate Director of the
Carnegie Endowment
for International
Peace

When They Get Together, What Do Your People Talk About?

Your public relations are showing when two or more of your employees get together and discuss your business. And when they part, more than likely, they repeat their conversation to friends and neighbors, who, in turn, talk about it to others.

You may wonder how employees and opinion-leaders in your community talk about your business. Is their conversation interesting or dull? Is it constructive or destructive? Is it true or false?

The way you answer these questions depends much on the way you answer this one: "What do you give them to talk about?"

To make sure that employees of the Illinois Central System have

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University Management and the Management Consultant

JOHN D. MILLETT

"It is when management improvement is no longer a major preoccupation of Administration in our colleges and universities that we will have cause, indeed, to despair about the future of the academic community."

I ought to tell you a word or two of explanation about why your Program Committee dragooned me into this trip south at this time. Of course, the principal reason was because I was trying to find some decent weather, but recently the Fund for the Advancement of Education asked me to review some reports that had been made by management consulting firms, including the new consulting service sponsored by the National Federation of College and University Business Officers Associations, and to prepare a report about the work of management consultants for colleges and universities. I have been very glad to do this.

In the process of this study, I came to the conclusion that perhaps what was needed more than anything else in this field of so-called management improvement was some basic philosophy of management in our colleges and universities within which the management improvement endeavor could find some sort of focus. So what I am going to try to do this morn-

ing is to repeat for you the basic conclusions I have reached as a result of this particular study. I am not going to try to go over the details of how a management improvement study may be made or the circumstances which may lead to such a study or the particular conditions, it seems to me, that are necessary for its successful prosecution. You will find some comments along these lines interspersed in my remarks this morning, but I am afraid you will have to watch for them. These remarks of mine are taken verbatim from the concluding chapter of my report to the Fund for the Advancement of Education.¹

In undertaking to formulate a philosophy of management for colleges and universities, it is well to begin with the concept of the academic community. You cannot describe a college or university in the customary terms of organization which are usually employed in describing business enterprise. A hierarchy of power relationships is a poor way in which to present a college or university. Rather than even use this word, "organization," I prefer to think of a college or

Presented at the Thirtieth Annual Meeting of the Southern Association of College and University Business Officers, April, 1968. Dr. Millett is President of Miami University.

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university as an academic community. This community consists of certain highly interrelated, but nonetheless distinct, component elements.

Let us begin by considering the faculty. The instructional and research staff is the very essence of the academic function. Above all else, a college or university is a company of scholars. Without them, there is no institution of higher learning. Furthermore, the concept of scholarship has a long and rich tradition. The scholar respects his heritage, and expects others to respect it too. Indeed, the history of scholarship in the western world is the story of a continuing struggle to be free. To give a single example, the legatine ordinance of 1214 fixing the privileges and immunities of the University of Oxford in relation to the town and local government antedates the Magna Charta. And even as the university successfully maintained its claim to a peculiar status in relationship to secular government, likewise was it successful in obtaining recognition of a special ecclesiastical position.

The concept of authority is fearful to scholars. Scholarship respects the authority of the unfettered search for truth, but it is distrustful of dogma and of rigid certainty. The scholar is not necessarily hostile to authority in political society or economic society, but he cannot survive in an academic society in which authority rules reason. The academic community, accordingly, is one which affords a wide tolerance, indeed, to the individual in the pursuit of truth. Cooperation and mutual respect play their parts in the functioning of the college or university, but a company of scholars is by no means inter-

meshed with the same fine degree of mutual effort as must characterize, for example, a production line.

In the second place, colleges and universities consist of a body of students. If higher education were a business service, students would be thought of as customers. But so simple a relationship by no means characterizes the status of the student body within a college or university. To be sure, there is some element of a monetary transaction involved. The student pays the institution certain fees and other charges. But the institution does not guarantee satisfaction with the service rendered. The student is not free to select any sequence of course studies which suits his or her fancy. The student is not free to attend classes or not attend as he or she pleases. The student is not free to attend classes regardless of his or her performance. Rather, the student has his course of study fixed to some extent, must attend regularly, and must meet a certain standard of performance or be dropped.

Furthermore, the student must abide by certain standards of social conduct, especially in a residential college or university. Otherwise, his or her status as a student may be terminated.

Beyond these special aspects of the relationship of the student within the academic institution, students as a group maintain a certain corporate existence. Organization is a vital characteristic of student life, and within some degree, students expect their social behavior to be recognized, and even supported, by the institution of which they are a part.

In the third place, there are the alumni of an institution of higher learning. To some extent, the rules of operation of a college or

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university may reserve to an organized group of alumni the privilege of electing a certain number of trustees. Where this arrangement does not exist, individually and collectively alumni may exercise a considerable influence upon the life of a college or university. Sometimes such influence is exercised through the power of gifts. Sometimes such influence is exercised through open criticism which may prove embarrassing, even harassing on occasion. The constant need of educational institutions for gift income and endowment necessarily predisposes the college or university to listen to the opinions of its alumni.

In the fourth place, there is the constituent element of the American college or university, almost universally designated "the Administration". This element is composed organizationally of certain groups who specialize in the exercise of particular supervisory activities and in the performance of particular services. The specialized interests of Administration are quite well summarized in terms of academic or educational policies and programs, student social life, financial affairs, business affairs, and public relations. These specialized interests are expected to be welded together into some degree of common purpose and harmony by a president, the chief administrative officer of a college or university.

Finally, there is the constituent element known as the trustees. Legally, the corporate existence of an educational institution is vested completely in the trustees. In the terms of formal authority, faculty, students, alumni, and Administration are equally and fully responsible to the trustees. The power of

trustees is theoretically absolute. It would be interesting to inquire historically into the social, religious, economic, and political forces which produced this particular institutional arrangement. Such speculation would take us too far afield for present purposes.

Rather, it is important to point out that in practice trustees exercise no such authority as they might in theory claim. Trustees have had to recognize the peculiar status in the academic community asserted by faculty, students, and alumni. Partly, trustees have given this recognition because they have come to realize that there are limits to their own personal competence. Partly, trustees have given this recognition because there was no acceptable alternative.

Trustees cannot claim the specialized talents required in the search for truth, either in the preservation of knowledge or in the advancement of knowledge. Trustees cannot insist that students shall refrain from any form of group activity. Trustees cannot ignore alumni. And however subordinate to trustee decision-making may be the position of the administrative staff, a considerable degree of authority must be delegated to a president and his associates if the institutional life of a college or university is to continue.

This organizational structure of an academic community is notable for two very special characteristics. The constituent parts are quite highly differentiated, with a substantial degree of common interest evidenced among each part, but with a fine sense of separate identity nonetheless prevalent. This high degree of differentiation reflects the very different function of each constituent part. In the

second place, the academic community is able to survive as an institutional arrangement of vigor and utility only by the mutual good will and tolerance of each constituent element one for the other. Immutable principles or absolute positions claimed by any one part in relation to the other parts would quickly make life in the academic community intolerable. The price of institutional existence for a college or university is flexibility among the constituent parts.

Here, then, in brief outline, is the organizational structure of the academic community. It is a peculiar social institution, possessing a remarkable degree of social cohesion and at the same time a considerable pluralism of power. In a way the academic community does not reflect a single social grouping, such as an individual economic enterprise, so much as it represents in microcosm the structure of a free society itself.

If then we acquire some comprehension of the peculiar characteristics of the academic community as a social organization, we then must inquire: how is this organization managed?

The principal mistake, I believe, which is made in so many discussions of college or university management is the disposition to identify management solely with the Administration element of the academic community. This mistake arises from a failure to comprehend clearly the peculiar pattern of organization within a college or university. If I may revert to a political analogy—which may well be pardoned, I hope, in a political scientist—the Administration of a college or university is more nearly to be compared with political leadership in government, rather than with

the management element in a business corporation.

My meaning may perhaps be made somewhat clearer by two examples. It is the faculty of a college or university which is ordinarily expected to fix its educational objectives and educational standards. Administration may endeavor to provide leadership in this task, but it cannot order. It must persuade, even cajole. It must inspire and exhort. The Administration group does not command. Similarly, insofar as student social life is concerned, the Administration may guide, suggest, and urge. With faculty and trustee approval, the Administration may establish certain fixed rules of expected social conduct and demand a general, formal observance of them. But these rules are difficult to enforce unless they obtain some degree of social acceptance by students themselves.

A management philosophy adequate for the academic community will have to have one of two attributes. Either the management philosophy recognizes a process of direction and operation within each of the five constituent elements of the academic community, or the management philosophy equated with the status of the Administration accepts substantial limitation upon its formal authority. I believe a meaningful management philosophy for an academic community can be constructed which will recognize limits to the authority of Administration.

Let us acknowledge that there is a system of management provided within the company of scholars who comprise the faculty of a college or university. Let us acknowledge that there is a system of management within the student body of a college or university.

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Both deserve careful consideration in any comprehensive study of the academic community.

But it is the Administration element of a college or university in which we find a considerable degree of formality in structure and a considerable degree of systematic operation. The work performed is more readily defined within the usual management conceptions of purpose and process. Moreover, in constructing a management philosophy for the Administration, we can erect a system embracing the entire academic community. We must simply be cautious to understand this system in non-authoritarian terms.

There are two words which above all others best express the role of Administration in the academic community. One of these words is "direction". The other word is "facilitate". The authority and responsibility of Administration are largely summarized in these two terms.

Administration has an immense opportunity to direct the life of an academic community. This direction may be provided in a wide variety of ways. Insofar as academic policies and programs are concerned, it is the Administration which must help formulate broad objectives. Standards of admission may be developed with faculty consultation and advice, but they are applied by the Administration. Student academic counseling is performed by the faculty, but it is encouraged or allowed to deteriorate by the financial and academic stimulation which Administration provides. The quality of instruction is affected by the care with which Administration approves departmental recommendations for appointment. The curriculum for various instructional programs is

determined by faculty action, but Administration can press for adjustments. Furthermore, the Administration can use its influence to achieve satisfactory or unsatisfactory working conditions for the faculty.

Indeed, Administration is the element of the academic community which controls the most important single tool of management: the budget. To some extent the faculty may participate in budget decisions, but in the final analysis it is the Administration, supported by the trustees, which makes and executes the budget of a college or university. In large part salary standards; the policy on merit increases; the provision of instructional assistance such as laboratory assistants, graders, and clerical workers; and the extent of fringe benefits in terms of retirement allowances and insurance protection—all of these are set by Administration action. Many, perhaps all, of these decisions will ordinarily involve some degree of faculty consultation. This is certainly desirable in an academic community. The final action is still that of the Administration, with the approval of the trustees.

It is difficult to believe that any more powerful technique of management could be desired in an academic community than that provided by the control of the financial resources of an institution. Rules of tenure may protect faculty members from arbitrary dismissal, and in spirit protect them from arbitrary reduction in salary. But these are of slight importance to faculty or Administration when the crucial issues are the recruitment and retention of faculty talent in a shortage market of educated personnel. It is how well Administration rises to this chal-

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lenge, and how far it is able to lead in improving the financial and other circumstances of the faculty which will determine the welfare of a particular college or university.

The second descriptive term for Administration is the word "facilitate". The responsibility of Administration is to help faculty, students, alumni, and others to accomplish the objectives of an educational institution. This help is rendered in many ways—by purchasing supplies, by maintaining and repairing the physical plant, by operating residence halls and other facilities for the social and recreational needs of students and staff, by recruiting and placing non-academic personnel, by maintaining central records of students, by publishing bulletins, by publicizing major activities, and by providing improved facilities for instruction and research. Administration can either make or break an institution by the way in which it handles the central activities it is expected to perform.

No management need is greater in an academic community than to cultivate a sense of service within the Administration. To be sure, the demands are always greater than the available resources. No college or university is ever able to provide all the equipment, all the space, all the assistance which faculty members desire for their instruction and research. No college or university can feed the students *filet mignon* every night, or make available rooms for every desired social occasion. And I'd like to add here, or provide a telephone for every student! Limited resources must be allocated to the most urgent requirements, and must be utilized with reason.

There are occasions when those

who control the use of limited resources become harassed to the point of indifference or actual hostility to all their clients. After awhile there is scarcely a need which has not been heard before, a complaint which one has not endeavored to satisfy before, an urgent appeal for special consideration this one time which one has not found quickly forgotten on all such previous occasions. If administrators in an academic community and elsewhere are frequently regarded as a hard-bitten lot who lack all semblance of human kindness or reasonableness, it is because experience has tended to make them that way.

It takes constant effort by all who are involved in the Administration of an academic community to cultivate a continuing awareness of the fact that the responsibility of management is to facilitate the realization of that community's objectives. A system of management can never afford to treat every problem as routine, every person as a selfish cheat, every request as unreasonable. The job of management is to be helpful, as helpful as possible under all circumstances. And at the same time it is imperative for management to have a sense of humor and of perspective.

If there is to be a philosophy of management then for the Administration as a constituent element of the academic community, it may be found in the kind of direction it provides and the kind of facilitating service it renders. Authority of management is the authority of leadership and the authority of service. The responsibility of management is to perform these two basic functions in a manner satisfactory to all other constituent elements of the academic commun-

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ity insofar as power relationships are concerned.

In the third place, we must understand that the goal of management improvement in an organization is to advance the quality of management. The end of management is effective performance, not just of the work of management itself, but of the work of the social group as a whole.

Effective performance is not some absolute which can be clearly and objectively determined at any time or place. In large part, effective performance by management is a subjective judgment. Yet there is a certain amount of comparative experience in human institutions, and a certain amount of both inductive and deductive reasoning, which suggest to us certain guide lines for more effective performance by management.

An academic community is a kind of social enterprise which is especially difficult to assess in terms of management effectiveness. There is no profit record to analyze. There may be quantitative evidence in terms of student enrollment and degrees granted, but these do not tell us much about the quality of instruction these students obtain. We may count the degrees held by faculty members but know nothing about instructional or creative ability. We may examine average compensation paid but still be far from having an adequate sense of institutional well-being. We may look at buildings and judge something about the adequacy of facilities used without obtaining any insight into that rare quality of inspiration which produces greatness.

These acknowledged difficulties still do not afford an excuse to ignore the problems of management improvement in academic

administration. Moreover, it may well be remembered that the management improvement we are considering here is almost entirely within the competence of the Administration of a college or university. The peculiar nature of the academic community may have some influence upon Administration behavior. This fact is not a justification for believing that Administration may therefore be indifferent to management improvement, especially improvement within its own area of work.

The organizational problems discussed by management consultants have been almost exclusively found within the Administration itself. The president has tried to do too much personally. No clear-cut pattern of organization has been set up for the performance of the Administration's own activities. Lines of authority have not been fully drawn. Inter-relationships have not always been described. These faults do not necessarily involve trustees, faculty, students, or alumni. They do involve Administration.

Insofar as academic affairs are concerned, the problem areas are familiar: cost analysis of various instructional programs, study of class size and space utilization, academic personnel policy, library policy and operation, admissions policy and procedure, student record keeping and faculty committee organization. Here, again, most, if not all, of these problems are susceptible of action by Administration. Indeed, it is fair to say that no other element in an academic community is in any position to make a concerted attack on such issues. Can more classes be scheduled at "off-hours"? Is the library adequately staffed, books purchased economically, central

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cataloguing promptly performed? Have the routine aspects of student record-keeping been reduced to the barest minimum essential for operation? The Administration must answer questions such as these.

In the realm of student affairs, does the academic counseling system function with some degree of satisfaction for both students and faculty? How has the dual nature of residence hall life in its social and its housekeeping phases been recognized? What systematic procedures have been developed for handling student assistance? Is the student health service meeting student needs? How much time and expense in operating a student health service is going into the purchase of medical supplies and the feeding of patients — activities which other specialized units of Administration might better handle? These are the types of management questions to be encountered in student affairs.

In the realm of finance there are a substantial number of problems of both policy and procedure affecting budgeting for current operations, capital budgeting, accounting and financial reporting, the collection of accounts receivable, the prompt disbursement of accounts payable, the adequacy of internal audit, and the supervision of student organizations. In the area of business management the range of problems is even greater: the adequacy and economy of central office services including communication and reproduction; purchasing practice and careful handling of stores; the policies and procedures for recruitment, development, and retention of non-academic personnel; residence hall housekeeping; careful control of food service; the merchandising of

books and other goods; the size and competence of a police force to preserve campus security; and the scheduling of maintenance operations on an adequate but not wasteful basis. Here are a whole host of perplexing management challenges.

Let us take for granted that management operations in our colleges and universities are not perfect. Let us assume that improvements may be possible and desirable in administrative organization, in academic personnel procedure, in student record keeping, in the control of publications, in the retirement of official records, in the delivery of mail, in the operation of our kitchens and dining halls, in the vouchering of bills for payment, and in the maintenance of buildings. Let us acknowledge that all of these subjects of concern are a major preoccupation of that group who constitute the Administration of our colleges and universities. The basic question then is how are we to achieve management improvement.

I take it there is only one initial answer to this question. The will to management improvement must begin with the personnel who now comprise the Administration of our institutions of higher education. And I am tempted further to add that on this score we, in Administration, are oftentimes our own worst enemies.

The fault begins with presidents themselves. I was about to remark that the fault begins with trustees in the type of person they select as president, but it would scarcely be polite or politic to make such an observation. Let us begin then with the president. There can be no systematic and continuing effort at management improvement in our colleges and universities unless

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the president personally encourages it. Yet the failure on the part of a president to do so is understandable.

Presidents of academic institutions are expected to possess a formidable array of abilities. I would put first of all a familiarity and basic sympathy with the functions and operations of an academic community. And it is right here that many presidents fall down. It is sometimes said that good teachers do not make good researchers. It is even more appropriate to observe that good scholars do not necessarily make good administrators. It is vital, I believe, for higher education to find ways to develop administrative strength within its own faculties. Because scholars so frequently demonstrate deficiencies as administrators, trustees are often persuaded to choose non-academic talents for college or university presidents: ministers, lawyers, business men, and military figures. By virtue of their prior experience, we cannot say that every single such person is likely to be a failure as a president. This is not true. But their lack of academic experience frequently encourages such presidents to fear academic questions and to avoid academic dispute. In consequence, one whole area of management responsibility in college and university Administration may go by default.

It is no answer to this danger to say that the number two man in the Administration can be a strong scholar or academic man. In academic affairs there is no such thing, I believe, as a strong number two man without the adequate and continuing support of a strong number one man.

Similarly, insofar as the financial and business affairs of a col-

lege or university are concerned, many presidents feel uncomfortable. A scholar who has had little, if any, administrative experience may find the world of inventory controls, preventive maintenance, and interest rates extremely uninteresting. Even the president from a non-academic background may have only limited familiarity with such matters as fund accounting, master planning, and book store margins. I do not suggest that a president must be an authority on every phase of management within a college or university. This is obviously impossible. But the chief administrative officer must have a respect for detail, be able to judge the importance of any particular management problem in its relationship to the academic community as a whole, and be ready to delegate substantial authority to his administrative associates while holding them responsible for results.

Another important factor in management improvement is the attitude of the vice president for business affairs. Often representing a greater degree of continuity in administrative experience and service than a president, the vice president may be the key figure in college or university Administration. His faults are apt to be the obverse of his virtues. Familiar with detail, he may find it difficult to concentrate on a few essentials. Watchful over expansion, he may not have grown personally in his ability to use administrative assistants. Faithful in his endeavoring to provide better facilities for the academic program, he may let the financial and business programs fall behind in the use of modern methods of operation. Accustomed to unreasonable and often repeated criti-

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cism, he may not always identify constructive suggestions or simply met requests.

There is a third aspect of importance in the Administration of an academic community. So frequently the work of management within our colleges and universities is little known by our own graduates seeking careers. Sometimes, the personnel available to Administration is that left over after the more exacting demands of industry and business have been met. The result is that management in an academic community must often make do with persons who lack specific vocational and professional education for their work. Competence must be developed on the job, or acquired as best the employee is able to do for himself.

It is in the setting of such difficulties of Administration as these that the management consultant plays his role. He is available to assist the president who is uncertain or concerned about the scope of his work. The management consultant can provide reassurance that Administration is fairly well organized and adequately operated. Or the management consultant is available to review the performance of the financial and business activities of an institution. If personnel need assistance in adopting the best available techniques, or if personnel need encouragement in modernizing work methods, the management consultant can be of definite usefulness. In such areas of Administration endeavor as academic supervision and student affairs, the management consultant may also bring a series of needs unfulfilled or of activities inefficiently performed.

Management improvement is a continuing endeavor. Perfection is never achieved. The management

consultant may point the way, and even propose priorities. But management must still do the job. The management consultant is not a substitute for management. He is only an adviser. The basic responsibility for management improvement remains with management.

It may be well to observe again that the special province of the management consultant is not synonymous with college or university management. The investment counselor is available to assist in handling endowment funds and funds functioning as endowment. The public relations counselor and the fund-raising counselor are available to provide expert advice in these particular areas of management. Especially, the academic consultant drawn from scholarly ranks is available to review curricular, instructional, and other academic matters. The management consultant brings a more narrowly focused competence to bear upon the work of a college or university.

Actually, many of the management problems confronted by the Administration of our institutions of higher education are similar to those encountered in other fields of endeavor. The problems of plant operation and maintenance are not peculiar to the academic world. Neither are such activities as the handling of mail and communication services, the maintenance and preservation of vital records, food service, the retail sale of books, the purchase and storage of supplies, bookkeeping, medical service, and personnel management. Experience in a wide variety of enterprises is applicable to college and university Administration. It is this experience which often the management consultant is uniquely qualified to bring to bear upon

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specific college and university problems.

It is perhaps necessary to remark once more that every individual institution of higher education has its own separate and distinct characteristics, and hence its own special needs. The management consultant is expected to help in applying generalized experience and common techniques and skills to specific situations.

The kinds of problems which have been identified by management consultants at various types of colleges and universities embrace the various subjects I have already mentioned. An awareness of these problem areas may be helpful to educational management in reviewing their own concerns and in encouraging renewed effort to improve operations. Yet there is no assurance that these particular problems will be general in the next ten years, or that the approaches to their solution will remain the same. The general competence of management in educational institutions may develop a great deal in the years immediately ahead. The chances are that new problems will emerge, old problems will remain vexations, and new techniques will come to the fore. Accordingly, because a management survey has once been made in an institution is no assurance that there is no need for management improvement now.

Some of the disillusionment about the management survey which one encounters in academic circles arises from unreasonable expectations in the first instance. To some extent the management consultant has been asked to point the way to substantial economies in the operation of an academic community. Hard-pressed by deficiencies of income, administrative

officials have wished for miracles in reducing expenditures. And on occasion some management consultants have been apt to suggest that economies are bound to arise if their particular assistance is retained by management. Economy may at times look like a good sales approach.

It is true that some savings can be realized through management improvement. The cost of supplies may be reduced through careful concern for ordering in fairly large quantities and through full competition in deciding upon suppliers. The cost of food preparation for patients in a hospital can be cut by obtaining food from the regular kitchens. Food service expenditures can be reduced through careful purchasing, preparation, and portion control. These and other economies have been pointed to in the preceding pages.

The point is that these savings are almost immediately absorbed by an expanding operation. Economies achieved in college and university management do not reveal themselves in reduced need for income. No institution of higher education ever has all the funds it needs for academic and other salaries, the promotion of research, the purchase of books and equipment, the modernization of plant, the publication of desired literature, or the provision of services to students. Economies are absorbed as quickly as achieved. In fact, the needs for additional income will grow more rapidly than economies in operation can be realized.

This experience does not make management improvement unimportant. On the contrary, if management improvement is not taking place, there is no assurance that

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additional income will result in any additional educational service. New income may simply be absorbed in old performance.

Substantial success in the use of management consulting firms can be realized under four basic conditions. One is to know how to select the particular consultant who can be helpful to a particular institution. Certain management consulting firms have acquired an increasing degree of proficiency in assisting college and university management. And the National Federation Consulting Service is specifically oriented towards assistance to institutions of higher education. Advice about specific consultants to meet specific needs can be obtained from other educational institutions and from foundation officials.

A second requisite is for an institution to know what to expect from a management consultant. The product of a management survey is advice about how to improve an operation. The extent of such advice must be clearly understood at the outset. The actual improvement is still to be realized.

The third requisite is to know how to work with the management consultant. This means 100 per cent cooperation in studying a problem and in consulting about how to bring about improvement.

And fourthly, management must be prepared to follow up afterwards to institute such part of the recommendations as seem desirable and feasible at the time. Some

proposals for improvement may take years, not months or weeks, to accomplish. This does not make the proposal any the less valuable.

I do not wish to imply that management improvement in our educational institutions is possible only with the assistance of management consultants. An alert management, constantly endeavoring to advance its professional knowledge and skills, should be able to build a climate of operation conducive to steady improvement. It is when management falters, or needs reassurance that the management consultant can be especially useful.

It is worth repeating once more that management improvement is a continuing endeavor. This is true in all kinds of group activity besides that of the academic community. Because management improvement is a major concern of our colleges and universities, our friends in other fields cannot and will not conclude that academic management must be especially incompetent. The great corporations give continuing attention to management improvement. So do many governments. The same must be true of Administration in the academic community.

It is when management improvement is no longer a major preoccupation of Administration in our colleges and universities that we will have cause, indeed, to despair about the future of the academic community.

Do We Have Caste Cleavage In Our Ivy-Choked Halls of Learning?

WILLIAM S. HOWLAND

Here are thoughts and impressions of a newcomer to the field of higher education from perhaps the harsher competitive field of commercial enterprise.

To me it seems that all college operation, as our friend Gaius Julius Caesar once wrote of the Gaul he conquered, is divided into three parts — alphabetically, the administration, the faculty, and the staff or staff personnel.

To paraphrase a bit further the words of the sharpest Roman of them all, the most important, the most articulate, and certainly the most jealous of its position, is the faculty. It is the group which is charged with the most important duty of carrying out the main business of our operation which is to teach. And the purpose of the other two groups is to serve great teaching.

But to depart from Caesar now, we might say that too often college operation not only is divided into three parts, but also sharply separated by class cleavage into three social castes.

To my mind, which is still far from attuned to the nuances of the academic world, this cleavage makes no sense. Instead of this caste cleavage, it appears to me

that every college operation should be an isosceles triangle, with each side — faculty, administration, and staff — supporting the whole structure and with each side aware of, appreciating, and understanding the work of the other two sides.

That ideal situation might be true on the campus of Utopia University in the Never Neverland, but it certainly is far from true on the campus of the university where I work, or, I will be willing to bet, on any campus represented at this convention.

Again as a rank newcomer to the ivy-choked halls of learning, it is my unpleasant impression that most college operation falls far short of this ideal of an isosceles triangle, and that one of the main causes for this falling short is lack of good internal public relations.

Instead of an isosceles triangle of three interdependent parts, I get the impression that too often the situation is that two very dissimilar groups, which have very little intercommunication with each other — the administration and the staff — are staggering around trying to balance on their unequal shoulders a third, much more dissimilar and much more vocal group, the faculty. I have the very strong feeling that there

Mr. Howland is Public Relations Director, University of Miami. This article comprises Mr. Howland's remarks to the ACPRA Seminar on Internal Public Relations in San Francisco, in July, 1958.

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exists on far too many campuses a great lack of understanding of the mutual problems of the three groups and of our mutual purpose, which, as I see it, is to obtain the greatest educational value from each and every dollar in our budgets.

Again, as a newcomer to education, I have the impression that the darkroom developer or the morgue clerk in the world-wide, ruthlessly efficient organization, for which I worked some 20 years, has a much better understanding of the aims of management and that management of this very complex organization has a much better understanding of what the darkroom developer or the morgue clerk is doing and wants to achieve, than does the file clerk or laboratory technical assistant at the large university, where I now work, of the aims of the college administration, or the ambitions of the faculty and vice versa.

Again, in my opinion, this is chiefly a matter of internal public relations and intra-organizational communications.

Why should there be this vast difference in the operation of internal public relations between a business organization and an educational institution?

The main reason, as I see it, for internal public relations being so much better in business is that they have to be good in business — for the good of the business. A business organization cannot afford to have uninformed, dissatisfied employees, with the wasteful turnover and the costly training of new employees which results from such bad relations.

Today's good business executives, and by good I mean efficient, know that no matter how high sounding the name of the company

may be, in the end it all boils down to a matter of people — for employees, as well as customers and clients, are people, men and women, the same species as you and myself, *homo sapiens*, we hope. And the able business executive also realizes that to obtain good work from the people in the company's employment, management, which is "businessese" for administration, must have good communication and good relations with and among these people; that most important of all, these people, the little people of business, if we wish to use such a term, must have a feeling of belonging to the company and a feeling that their job, no matter how small it is in the company's over-all operation, is an important part of the whole. You all know the saga that for want of a nail the shoe was lost, for want of a shoe the horse was lost, and for want of a horse, the battle was lost.

The good business executive and the able college administrator should not forget the moral of that old saying.

The same feeling of belonging and of job importance, which is so carefully nurtured in business, can, should, and must apply increasingly to our business of education. For whether we like it or not, education, today, is big business, and every day it is growing bigger.

For example, our University of Miami, a very new institution in American higher education, has an operating budget of around \$13 million, a full-time faculty of more than 550, a voluntary and part-time faculty nearly as big, and a staff and administration almost as numerous as the entire full-time and voluntary faculty. That makes our University, which instructs some 13,000 students, the

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biggest business in our home city of Coral Gables, by far, and one of the biggest businesses in our state of Florida.

The chief difference, as we all know, if we stop to think, between our educational business and commercial business is that we do not have to show a profit at the end of the fiscal year. If we had to show a profit, perhaps a lot of us would be otherwise employed or unemployed.

Certainly, in that event, our internal public relations would be a subject of more intense concern than they appear to be on many campuses today.

Now, what is being done and what can be done about the internal relations with the third of our ideal isosceles triangle structure that too often is regarded as the "untouchable" group in the caste system that prevails on far too many campuses—that large, too often overworked, and too often underpaid group known as staff personnel?

The first thing that can be done, as I, again speaking as an educational neophyte, see it, is to recognize the staff personnel group as people doing an important part of the whole college operation—a true equal side of the ideal isosceles triangle structure.

It happens that on our campus we have a new director of staff personnel,¹ who has had wide experience in personnel work. In researching the subject for my remarks, I talked with him and asked him to briefly give me his thoughts. Here is what he wrote as a summary of his thinking on our subject: "In the present work-a-day world, the relationship of

employer - employee has come into very sharp focus. In fact, it is one of the basic relationships upon which our economy is built. There must somehow be developed and maintained a feeling of trust, understanding, and appreciation by both management and worker. If this is developed, we will find that employees no longer work *for* someone, they work *with* someone. The enterprise then becomes of equal interest to all. To build this spirit of cooperation an organization must have good internal public relations. We must give those who work with us the same concern and interest that we give any other segment of our public."

He does not say anything in these words that we don't already know, but it would help all college administration and faculty members to keep what he says in mind.

As I see it, again as a newcomer, every college operation faces an up-hill battle to produce and provide adequate standards for staff personnel, while maintaining the traditional attitude of autonomy of the faculty. This proper attitude of the faculty must be understood and appreciated by all, but the faculty also must be led to understand that much of their important work would never be accomplished if it were not for the labor of the secretary who types (and often does some checking) of the research for publication, or for the labor of the janitor who sees that the classroom is ready for the professor's lecture.

It seems to me that one of the most important ways to improve internal relations is to educate the faculty (and often also the administration) to the importance of good working conditions for, and appreciation of, the work of the staff.

1. Paul A Hartley, President of the College and University Personnel Association.

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Secondly, it seems to me that it is highly important that staff personnel have the opportunity of participating in the insurance, hospital, and other fringe benefit programs which too often still are open only to faculty and administration. This might be said to be a matter of educating the administration.

Thirdly, it seems to a newcomer that the caste system which prevails socially on too many campuses makes no sense whatever. Granted that an educational institution has to be more like an enlightened limited monarchy than a pure democracy, still it irks me to see a caste system prevail which is based on what kind of job is performed. For example, on our campus, staff people sometimes feel hurt over not having as convenient parking space as faculty or administration. And I can assure you that a grievance grows larger if you have to walk a block extra in our midsummer Miami sun.

Fourthly, a better understanding of comparative salaries is important. There is a tendency to compare a nine-months faculty salary with a twelve-months staff salary.

On such a comparison a top secretary may come off much better than a faculty member. But we forget that one is paid on a twelve-month basis, the other on a nine-month basis.

Fifthly, it seems to me that too often staff personnel is forgotten or overlooked in the plans for a college-wide event. For example, in a recent celebration of our president's fifth anniversary, the committee in charge invited all groups to participate except staff personnel. That was an oversight from which we all learned.

In summary, it all seems to me to boil down to the establishment of a *higher* feeling for people in staff work and the establishment of better two-way communication with them. There are many methods of communication. House organs are good if they are lively and newsy, instead of stuffy and pontifical. Direct communication from administration is important.

In final summary, I see as most important the fostering of the realization that staff personnel forms a vital one-third of our isosceles triangle for college operation.

Construction of the Memorial Center at Purdue University began in the summer of 1954. The huge 550-room building was completed in the spring of 1958 at a cost of \$8,650,000. The six-story building measures 429 by 280 feet. It is completely air-conditioned by fresh, cold water supplied by two wells 195 feet deep.

The Center was erected adjacent to the Purdue Memorial Union and at the traffic center of the campus. A complex variety of activities are located under one roof for efficiency and because their central location encourages greater use. The Libraries will be able to offer better service to students and faculty, and with additional space, will be able to increase their capacity from 450,000 to 850,000 volumes.

The substantial space devoted to conference activity enables the University to give more attention to the rapidly expanding needs of adult education. More than 70,000 people annually attend some 300 conferences on campus.

What Management Development Means To Me

ROBERT E. LEE

"Management development is a capital investment. Management's first responsibility is to insure the survival of the company. Management must set up depreciation reserves for the orderly replacement of plant and equipment. Why not for men?"

The subject, management development, is not new on the industrial horizon, but a new concept of it in the last few years has made it a subject very few of us really know much about. I think this is true because of industry's very recent emphasis on human relations and human behavior. Rather than trying to tell you what this new concept might be, I thought it would be more meaningful to you if I told you what management development means to me.

I think the magnitude of management development is overwhelming. However, the more that is said and discussed about the subject, the more we learn. Someone has said it's a matter of trial and error. What have we, at Adams Division, done in the development of our managers? What have you done? What are other personnel and training men doing? There is no one answer. Before I have concluded my remarks, I shall try to point out why I think some management development programs have failed,

why some have succeeded, and some points on evaluation.

What Is Management?

Management is the function of executive leadership. The functions of management are *Creative Planning*, *Organizing*, and *Controlling* all the activities of a concern for which the executive is responsible.

Creative Planning provides the answers to such questions as *What* should be done; *How* and *Where* it should be done; *Who* should do it; what physical and human resources are necessary for the accomplishment of the particular task.

Organizing sets up the common basic conditions that underlie effective, economical execution by a particular group over a period of time.

Controlling regulates action in accordance with the requirements of the plan.

It is evident that management people are becoming increasingly conscious of the nature of their responsibilities and more and more determined to fulfill these responsibilities effectively. I'm reminded at this point of the function of a manager so aptly phrased by Dr.

From a paper presented at the Twelfth Annual Conference of the College and University Personnel Association. Mr. Lee is Training Director of the Adams Division of LeTourneau-Westinghouse Company.

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Harry Levinson, of the Menninger Foundation, Topeka, Kansas:

"Managers are certainly a fortunate lot. For, as everybody in the organization knows, he has nothing to do; that is, nothing except to decide what is to be done, how it is to be done, when it is to be done, where it is to be done, and then decide who is to do it, and then listen to the reasons why it should not be done, or as to why it should be done by somebody else, or why it should be done in a different way, and to prepare arguments in rebuttal that shall be convincing and conclusive. Then the manager follows up to see if the thing has been done, to discover that it has not been done, to inquire why it has not been done, to listen to excuses from the person who should have done it and did not do it, and to think up arguments to overcome the excuses that are offered. Then follow up a second time to see if the thing has been done, discover that it has been done, *but* incorrectly. Point out how it should have been done and then to conclude, that as long as it has been done, it may as well be left as it is. Then he sits back and thinks, well, how much simpler and better the whole thing would have been had he done it himself in the first place—to reflect that if he had done it, he would have been able to do it right in 20 minutes; but as things turned out, he himself spent two days trying to find out why it was that it had taken somebody else three weeks to do it wrong, but to realize that such an idea would have had a highly demoralizing effect on the organization because it would strike at the very foundation of the belief of all employees, that the manager really has nothing to do."

Precisely what has given rise to

this increasing tendency toward self-scrutiny and appraisal, on the part of management personnel, is difficult to determine. Certain basic factors, however, rather obviously underlie the trend.

1. The management job is becoming increasingly complex. It is larger in terms of the number of activities and volume of work; it is broader in the nature of its responsibilities; it is subject to far more external influences and pressures than in the past; and it is much more exacting because of the broader impact of managerial decisions and activities. A business is no longer purely a private concern. It is a social institution, as well as a profit-making enterprise.

2. Management personnel are becoming more aware that management requires specific qualifications and preparation. It is essential that we recognize management as a *profession*, a *skill*, and an *art*. The individual in management must make his own choice as to whether he will succeed by meeting these increased difficulties, or whether he will fail. If he decides that he will succeed by keeping step with, and contributing to, progress, then he must realize that he needs more and more preparation and education to equip himself for the task. Experience on lesser tasks is no longer adequate preparation for handling bigger tasks and assuming heavier responsibilities. The G. E. Institute, in one of its management programs, makes these three points: You can't develop anyone but yourself; a management development program can't be standardized; the burden of responsibility for a man's development is with his superior.

3. We are probably entering the greatest competitive economy we

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have ever known, but there are others, with whom I agree, who feel we are reverting to the good, old-fashioned, rugged, and healthy competition which is the more normal state of America.

4. One of the most important reasons underlying this increased need for management development may be the realization that beyond a certain age, our mental and leadership capacities begin to slow down, unless we subject ourselves to broadening and continuing stimulation and to new challenges.

What Is "Management Climate" and Philosophy?

Clear and sound organization structure is important in creating an atmosphere that stimulates. *Climate* is defined here as "the attitude and behavior of top management". Unless those at the top are democratic in their attitude and their behavior; unless they are imbued with a sense of dedication to the goals of the organization; unless they have an effective communication system and see the need for their own development, there will not be the positive climate which will permit development of *any* of the managerial ranks. Managerial climate is created essentially by policies and practices from above, by two-way communication between management and labor, and by the standard that managers themselves create and set.

Climate can be created, I believe, by the establishment of sound practical policies and then sticking to them. Policies must be fair and workable. Most successful management development programs are in companies with a background of sound and considerable dealings with all classes of em-

ployees.

It is equally important for industries to educate their personnel to accept inter-departmental transfers (job rotation) as part of the development of managers. It should be a policy that managers take the responsibility for the selection, training, and development of understudies. The company must make the manager realize that his value to the company, in part, is in the number of men he can release to other departments as potential leaders. This is the climate of an organization.

Analysis and improvement of climate is both feasible and the regular duty of every manager. The climate in which a man works will encourage self-development, speed its growth, and guide it in the right direction; or it may stifle development potential and wastefully misdirect human efforts. And since men tend to manage as they have been managed, they tend to perpetuate the climate under which they, themselves, came up. When I think about this, I'm reminded very forcibly how the family is like industry. The environment of the child is the child. We learn best by doing. If what we do as managers or parents is good, our subordinates will likewise be good.

Climate is created by managers, individually and collectively. It directly reflects their attitudes and their skills as managers. It is a measure of each manager's ability to make two-way communication real by listening well, by giving men the "right to be heard" in a sincere and genuine sense, and by trying to understand what they are thinking, as well as what they are saying, when either observing them or listening to them.

Finally, the managers, them-

selves, set standards of work, behavior, character, etc. It is not enough to intend to set good standards — *it is a must*. These standards must improve steadily and persistently.

In the past twenty-five or thirty years great changes have taken place in our way of life and thought which have had a profound effect on the dynamics of enterprise. As I said earlier, a business is a social institution, as well as a profit-making enterprise. Managers are not inclined to accept this. They do not philosophize. Individuals, as people, have only very recently been accepted as human beings, and not machines, by executives.

A manager creates a philosophy. Whether it is good or bad depends upon the view he takes of his own personal goals and the values upon which he will build his relations with his employees and associates. His basic attitudes are far more significant than the techniques he uses.

Business — and business is management — can no longer function on the values and interpretations used ten or twenty years ago. A change in philosophy is a must.

The manager has a new role to play today. No longer is he in full control of his situation and able to use his power and authority to get the job done. He is dealing with new forces and motivations in people. He is dealing with unions and with specific restrictions imposed by government. His business is highly integrated with other companies and industries. His efforts to coordinate the elements in production are, to a considerable extent, in the hands of the supplier, distributor, and subcontractor. Public opinion, communications, and pressure groups

force him to "manage" differently.

These points are basic to the success or failure of a management development program. Each point should be assessed carefully before beginning any kind of program.

Some Necessary Steps For A Good, Practical Management Development Program

From the standpoint of industrial management, management development is a capital investment. Management's first responsibility is to insure the survival of the company. To realize this, provision must be made for the building of tomorrow's executive team, just as provision is made for new plants, for new machines, and for new products. Management must set up depreciation reserves for the orderly replacement of plant and equipment. Why not for men? The answer is that industrial management *must* make orderly provision for the gradual replacement and strengthening of its executive staff. An investment in management development, if it is to be effective, is likely to be costly, and management must reconcile itself to that fact. It is an investment that must go on year after year, in good or bad times. Managers cannot be made overnight. It is a gradual process of growth and refinement. Failure to make adequate provision for management development can be even more serious than failure to provide adequate financing. People, not products, are the real competitive difference between companies. What industry can afford the loss of competent managers? No industry can.

To attempt to outline steps for a good, practical management development program is about like

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attempting to define communism. No two persons will agree on what the subject means, or how to solve the problem. Personally, I have selected five steps which cover what management development means to me. These five are:

1. Determination of need.
2. Manpower resources.
3. Selection.
4. Conditioning.
5. Development.

Each of these five essential steps in the ladder to development is dependent upon the others. Each must exist at the same time in any plan, because each supports and feeds the others. More important, perhaps, is that each step has certain basic requirements which must be satisfied if the management development program is to produce managers of truly professional caliber. Within the framework of these five steps may be found, I believe, a method of systematizing the process of management development. Let's take a closer look at each step.

1. *Determination of Need*

The first essential element of a management development program is, to "insure the survival of the company". To do this, qualified personnel are a must. Industry must sit down periodically and estimate the need for future executives or managers. In preparing such estimates, a variety of factors must be taken into account. Normal retirements, of course, can be anticipated, as can additional staff required by projected expansion (or contraction) of facilities. Management personnel turnover can be estimated without too wide a margin of error (provided estimates are reviewed and revised with reasonable frequency). It

may not be possible to know precisely which individuals may be involved, but barring some major upset (war, for example), it is possible to forecast fairly accurately the approximate number of vacancies likely to occur in important management classifications during a stated period of time. Potential management vacancies can often be determined by a study of job categories and the number of individuals coming up the line who have been tagged as promotable.

2. *Manpower Resources*

Every effort should be made to find "management talent" among those already in the organization. "Promote from within" is the first resource. Every organization should have a plan for spotting promotable workers who have management potential. This can be done through supervision, staff, merit appraisals, organization charts, personnel files, etc. In recognition of this step, one must accept the fact that unless a good selection is made of people applying for positions for the first time, then there will be no "qualified" persons to "promote" a few years later. The quality of the company's management personnel depends in a large measure on the skill and proficiency exercised in filling comparatively minor positions.

Despite every effort to promote from within, it is not always possible to do so. Most industries today supplement the promotion-from-within source of managers by recruiting a limited number of promising graduates from colleges and universities. In addition, college men apply for jobs on their own initiative. Whatever the cir-

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circumstances of their hiring, the college men are given to understand that they will have the same opportunity as other employees to move ahead as circumstances and their capacities permit. Our own recruitment program at Adams follows this policy. We are always looking for the potential manager.

3. Selection

In discussing management selection, we inevitably find ourselves dealing with this elusive thing called "*leadership*", which no one, as yet can easily define. What are the characteristics of a leader? Countless pages have been written about this, but no precise definition has yet been found. Suppose, for example, that a certain non-supervisory employee has a talent for "*leadership*". Does it follow that he has the talent in sufficient quantity to enable him, with the proper experience and training, to rise to the president's job? The answer is NO. Leadership may be present, but the motivation is lacking, or the capacity to go beyond a certain level is absent. Many managers perform like a fish out of water since their last promotion. Experience and training can help the individual reach his potential more quickly, but unless his "capacity" is there in the beginning, there is little anyone can do. One man has wisely put it this way. "Send a jackass to college, and the most you can hope to get back is an educated jackass." By selections, we are trying to control the quality of raw material with which we are going to work in the development program. We must determine the methods and techniques to be used to determine leadership ability and to enable us to determine the intensity of the

leadership flame that burns within.

Most organizations are dedicated to a policy of promotion-from-within. From the initial selection on, each level provides material for later selections. Any error in selection then is perpetuated to higher and more crucial levels. If competent people are overlooked, the potential of the organization will not be fully realized. If care and discretion are not exercised, selections for jobs on up the ladder will be made from second-rate material. There is no known device for unerringly controlling the quality of men selected for management development.

4. Conditioning

After promotable employees have been identified through tests, appraisals, performance reviews, etc., steps must be taken to assure that they will be ready when needed for higher responsibilities. Conditioning is the educational — the academic — the classroom — aspect of management development. Classroom instruction gives a general comprehension of theories, principles, and laws, that are a part of the management profession. It is to teach policies, systems, and procedures. Not only does the manager need education and instruction in certain specific techniques of management — sales, budgeting, marketing, and the like — but, in addition, he needs a grasp of the general abstract theories in the various fields of organized knowledge that bear on his profession: psychology, sociology, history, etc.

The manager's conditioning should be commensurate with the complexity of the job. The conditioning should be so designed that it will broaden his mental and

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cultural horizons, enhance his objectivity, sharpen his perception, increase his power of analysis, and equip him with a background of generalized knowledge upon which he can draw in formulating a solution to the particular problem of the moment.

5. Development

Now we come to what I believe is the most important of all these steps so necessary for the success of a practical management development program — *supervised or on-the-job* training of management. Supervised training is the core of all management development. And yet, it is here that management development has largely failed to achieve its purpose. Supervised training is the clinical phase of development where there is a formalization of the "rubbing off" process, where every manager at the next higher level becomes a teacher in the everyday world of practical and specific events. Supervised training can reach its maximum effectiveness only where it is put on a formal, organized footing and every manager is made to understand that the development of his immediate subordinate is an important part of his job. *Classroom* training gives the *impression* to a manager of "here's now", while *supervised training* gives him the *real* "here's how". On such an individual development basis the general becomes specific, and the abstract becomes the practical. The instructor under supervised training is no longer the training director or staff man that the "trainee" so often resents; he is the *boss* with all the overtones of authority. Suggestions border on orders. Results are specified, not hoped for. Here the student

and teacher rub shoulders every day. This, in the language of the engineers, is a controlled process. Supervised training really puts responsibility for this one step in management development where it properly should be — in the immediate supervisor.

What Is A Practical Management Development Program?

This question has as many answers as there are colleges and universities who have a program, who have personnel directors to conduct a program, and administrators to participate in a program. I hardly know where to begin. We have a management development program at the Adams Division of the LeTourneau-Westinghouse Co., or rather we have had, at various times, programs, formal and informal, which we have called management development. I should like to describe what I think to be a practical management development program which will include many parts of the Adams' program, as well as other programs with which I am, partially at least, familiar. There is really no way for me to tell you what makes a good management development program; each must meet the needs of the particular organization. However, I shall discuss a program from the standpoint of a training director in a medium-sized company, who is fully responsible for the entire program.

I spoke a moment ago about the philosophy and the climate of the organization, and then identified five steps important to build a good program. These become the frame of reference around which the actual program should be built. Perhaps I should pause right now

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to define terms so that all of us will understand better the details of the program.

The two key words are, of course, *Management Development*. "Management", as I once heard it defined, is "a compound of good judgment, decisiveness, general knowledge of the product and the processes of production, and a large portion of human sympathy and understanding". If this definition doesn't fit into your frame of reference, I'm sure you can find as good, and perhaps a much better, definition of your own. Everyone has his own definition of what "management" is. "*Development*," the dictionary says is "to evolve the possibilities of; to unfold gradually, to form or expand by a process of growth; to go through a process of growth, a gradual unfolding". This is an act, or something the manager or a person does. He does the unfolding. Management Development is not management training in its purest sense. Management Development goes beyond the word, training, which means, "thorough instruction and practice along some specific line". Teaching or training puts the emphasis on the instructor, while development puts the stress and the responsibility on the manager or person, himself.

Do you need to develop managers in your establishment? Why? What for? When?

Rather than tell you what I think the answers to all these questions might be, let me choose one specific need and go on with the program development from there. I should like to have you think about the "need for increasing the effectiveness of those who are already managers at one level or another". (This is the fourth step mentioned a moment ago.) Let

me, assume also that the philosophy and climate are at least good enough to warrant a program. Let us proceed then with the idea that (1) the top management needs development, and (2) all managers need to increase their effectiveness. May I say parenthetically, that some companies still cling to the hope of the natural ascendancy of management talent. However, in the crisis situation now present, industry cannot wait for managers and the executives to happen; it must make them happen. This is the premise on which I am speaking.

It is now appropriate, in the building of a program, to specify goals or objectives. The objectives should show what is needed by way of development; they should determine our approach and form a basis for an evaluation. These objectives might be:

1. To develop more effective communications
2. To achieve better group coordination
3. To develop more effective conference leadership and participation
4. To improve problem-solving ability
5. To develop more effective administration
6. To become more cost conscious
7. To enable managers to understand people

Knowing that managers function primarily in groups, and that their decisions are usually the result of an interaction between themselves and their staff or assistants, it would seem best to use a group approach as a training technique or method, in order to make the learning situation approximate the work situation and so afford the greatest chance of learning. In a

WHAT MANAGEMENT DEVELOPMENT MEANS TO ME

group approach, learning is best achieved when the group is participative and small—say 12 or 15 individuals.

Should the groups selected for the program have the same organizational status or be at the same level—all assistants—all managers—all office—all shop, etc.? This is commonly referred to as the horizontal grouping. Both vertical and horizontal grouping have merits and shortcomings. The vertical group approach gives the subordinate a chance to express his feelings about his job relationships, brings different levels of management together in a common problem-solving effort, develops a "We" attitude instead of "my", and increases understanding and tolerance of other viewpoints. But the vertical group can also be frustrating; it can cause the trainee to be rejected by others at his own level of management; his "learning" may not bear fruit in the old environment or back on the job. The horizontal approach, as you know, is made up of individuals at the same level in the organizational hierarchy. I think this is the best approach.

In determining program format and content, it must be concluded that any attempt to change attitudes and behavior would have to be trainee-centered and non-directive so as to reduce defenses and rationalizations. A non-directive session or meeting is defined as a learning situation in which the leader or moderator determines the subject-matter, recommends the method of conducting the session, and acts as resource person. The moderator does *not* act as chairman and does *not* impose his will on the group in anything except content. A non-directive session, I think, lessens group

aggressions toward the leader and seems to set a learning climate which fosters independence of thought and action and freedom of expression. This method of management development is not fast; therefore, the program must be a continuous one. Human change, at best, is slow and uncertain. Managers, as a whole, are content to keep the *status quo*. They like to keep their present behavior patterns.

Another point to consider in the program format is whether or not attendance should be *voluntary* or *involuntary*. My experience indicates that attendance should be voluntary for the following reasons:

1. If a manager desires to improve himself through the medium of a program he has had a part in developing, his presence in the sessions need never be demanded by anyone.

2. A man that's forced against his will is of the opinion still. This is to say that if motivation is lacking, there will not be behavior change; at least, not for the better.

3. If the program content is not sufficiently stimulating, interest is soon gone. This last point puts a real burden on the program director.

Most management development programs come about as a result of a need for personal growth and improvement. A "real" program for management development *must* be motivated by a personal desire to improve; otherwise the program is surely a waste of valuable time and lots and lots of money.

I should like to say at this point that you are fully aware of the many types of meetings which create the best learning situation for each type of organization and program. To name a few—case

method, seminars, multiple management, in-plant and out-of-plant conferences and meetings, lectures, etc. I will confine my thinking at this time to just one—the case method. The program, as I said earlier, should be a continuous one. That is, there should not be a clear-cut stopping place, once the program is launched. However, it is expedient to stop somewhere along the line for a breather and for a rearrangement of details. Things can happen which make stopping imperative. My idea of a good management development program would cover the following three phases:

The *first phase* would cover organization, leadership, basic concepts, and managerial philosophy, individual responsibilities within the company, etc. The customary ground rules for the program must precede all other subjects or points. That is, someone high in the management group, preferably the chief executive, should introduce the program and spell out the objectives and aims. After a suitable period, usually two or three months, each group begins the

Second phase. This is the *practice phase*. The technique of learning in this phase calls for a trainee-centered group analysis of selected management cases from such sources as Glover and Hower's, "The Administrator," and Bellows and Terry, "Case Problems in Personnel Administration." Included in these conferences or sessions are discussions devoted to a consideration of quotations from outstanding authors and technical authorities on various aspects of management. Group process analysis and the incident process (Pigors) might be used in these discussions. Following another lengthy period, the group enters the

Third phase. This is practice in administration, or on performing responsibilities from a set of policies and standards. It involves the extensive use of role-playing and of actual conditions for the purpose of helping managers become more effective in such situations as listening, non-directive counseling, interviewing, appraising, promoting, planning, leading, etc. It may also be pure problem-solving, using actual problem cases within the company. It comes very close to the multiple-management type of management development.

As mentioned a few moments ago, I favor the case method approach or technique for almost all forms of management development. All of you are familiar with the Harvard Case Method approach to our subject. It has been my experience that leaders learn best when they can recognize a problem in management, and then try to solve it by group dynamics and discussion. Cases that parallel the manager's own work problems and situations do much to aid the manager in his personal development. Some of the problems, which cases so well illustrate, include "Building Men Through Coaching and Counseling," "Letting People Know How They Are Doing," "How to Keep Down Rumors," "Communicating Vertically and Horizontally," "What Is Organization?"

Is Management Development Developing Managers?

This is a difficult point for me to talk about. Who can really say what has been a man's improvement? Does he walk faster, think more rapidly, dress better, talk more smoothly, treat people with greater kindness or less kindness?

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Tangible evidence of improvement is difficult to state, let alone determine. There are no accurate scientific tools for distinguishing before-and-after-development and for tracing development back to a particular program, session, time, or place. Accordingly, we must continue to judge development from inexact data. I am not sure that it will ever be possible to measure, by any kind of yardstick, least of all, dollar and cents, any kind of program which is designed primarily to change attitudes and behavior. So many situations and conditions are forever affecting individual responses to stimuli.

In my experience, I have found that there are *acceptable* methods of evaluating a program—any kind of program. You, too, have your ideas—and acceptable ideas, too—at least, to you—on the determination of a successful meeting, conference, program, or what-have-you. You will probably agree with some, or all, of my ideas for evaluating a program.

1. Informal observations of individuals and their behavior before and after program.

2. Conversations with superiors, colleagues, and subordinates.

3. Observations made by instructors.

4. Testimony by the participants, themselves.

5. Questionnaires—before and after exposure.

If I were to select the one measure of evaluation which seems to do the best job of evaluating, it would be number 4, "*The testimony of the program participants, themselves.*" Most managers I have talked with after their exposure to many kinds of programs, have said that:

1. They had a greater appreciation of their responsibilities as a

manager;

2. They formed an appreciation of what other managers had to face in their own responsibilities;

3. They needed additional development in order to keep up with the conduct of business, especially in this, our highly competitive business of road building machinery.

In the only type of program which I think is successful—the participative kind—each manager *knows* that he has the right to agree or disagree with the viewpoint expressed, and, in so doing, he learns to be tolerant of others and to overcome many prejudices and preconceptions. It would also appear that managers, when exposed to different ideas, subject-matter, and leaders or instructors, *look* at their functions differently even though they may not actually *do* their jobs much differently. If nothing else, it gives a manager a broader interest in civic affairs, and a greater appreciation of home, family, and church. He also gains in self-confidence, has less fear of other people, and certainly has fewer ulcers.

Perhaps the next important measurement, in the effectiveness of a management development program, would be number 3, the reactions of program instructors or leaders to each participant. In most in-plant management development programs, the instructors, moderators, or leaders, are also employees. Whether they are staff or line, makes considerable difference in an evaluation of their observations. The staff member may look at the development of an individual from the purely academic or theoretical point of view, while the line member would express his views from the point of technical achievement or skill in

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performance. My experience has been with in-plant programs and not with university or other formal institutional programs. All the leaders that I have talked with say that they can see, developing in discussion classes, a willingness to listen to other ideas than their own, a desire to learn (academically speaking), a willingness to think and to talk.

One other point to be made; a leader can usually isolate the manager or managers in any group who will not profit from "any" kind of program. This is the manager with a very poor attitude. If there are very many of this type of manager, a new approach is suggested.

The last measurement in this series that I wish to comment upon is number 2, "conversations with superiors, colleagues, and subordinates." One can usually determine from a superior, colleague, or subordinate whether or not the manager has had a change in behavior. In this form of measurement there can be many contradictory reports about a man. A man's colleagues do not always take their own biases into account as they comment upon their fellow managers. However, careful interrogation of others can bring out some interesting, and often valuable, information as to the program's effectiveness. When a manager says of another, "I'm with this guy eight hours and more a day; how can I see a change?", you can rest assured that there has been change, because if there had been no visible *negative* change, there most certainly must have been a *positive* change. One manager sees another improve, not all at once, but a little at a time. There is change, but the rate is slow. A person usually shows the result of management development

long after the program has ended. Development is the sum total of one's learning in the industrial environment; the product is different with each new experience.

One manager may say of another—and this I have heard many, many times—"Joe is much more considerate of my ideas," and "John is more realistic in his demands." This is a change no matter how thin you slice it. It is an indication, at least, that Joe has developed in directions satisfactory to himself and pleasing to his associates. Other examples of change in behavior, as stated by superiors and subordinates, are greater activity in management meetings, a freer discussion of problems relating to human relations, and a more favorable attitude toward development programs. All these are behaviors which tend to substantiate the effects of development of the men speaking, and of all the others.

In Conclusion

It is axiomatic to say that production improves and costs decline when management standards of performance are raised. There is no doubt in my mind that improved management performance is occurring in America today as a result of the emphasis industry is placing on management development programs. A change and improvement in attitudes and behavior is the primary objective of all management development. Both require special consideration because they are the two most important factors which have caused most programs to fail. Most programs have failed because they were conceived and developed on the basis of authoritarian principles and a failure to take into account

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the recent achievements in the fields of sociology, psychology, and psychiatry, with their revolutionizing effects on our understanding of personality and its development, and on our concepts of education.

Most management development programs are influenced by the authoritarian principle of education. Although employees attend sessions and participate "voluntarily," they, more often than not, are in attendance because someone high in authority has decided it would be good experience, without regard for any specifically identified needs for broadening and development that are acknowledged by the individual.

Since management development is, in its purest sense, the development of management personalities, then personalities are what we need to develop. When we speak of personalities, we immediately bring into focus all of the problems inherent in the humanities — philosophy, sociology, religion, psychology, psychiatry, etc. This being true, I have taken a page from the writings of eminent scholars which summarizes the factors so relevant to management development.

1. A human being does not *have* a personality; he *is* a personality, the parts of which are in balance and cannot be independently changed.

2. Almost all the problems with which human beings contend, in achieving and maintaining a healthy personality, are due to relationships with other personalities.

3. Improving inter-personal relations should be a major goal of all education and development. This is truly a formidable task that involves attitudes, behavior, and the skills in human relations that are probably the most difficult to teach and to learn.

4. The most essential step in achieving this task is to know and understand ourselves as a requirement for knowing and understanding others. This involves self-analysis, self-awareness, and self-development as primary conditions for effective leadership.

5. Genuine learning is essentially personal. It depends upon self-motivation and is derived from the felt needs of the student; it is, in the last analysis, self-learning; it is largely an emotional experience.

6. Constructive learning involves change and adjustment of attitudes and behavior. This kind of learning is stifled by authority; it requires participation in creating the learning environment and a permissive atmosphere in which participants are free to discuss real problems in which they have a sense of personal involvement. Lectures are useless for this kind of learning.

7. Listening with understanding is the gateway to real communication, and it can be an effective means of altering personality structure.

These conclusions can be translated into a practical and efficient program for the development of all management.

Some Thoughts On Merit Rating

JAMES W. DUNN

"The essential part of the evaluation process is a discussion between the supervisor and his subordinate, which promotes the subordinate's security, which enhances his belief in himself as an individual, and which gives him a sense of participation in the enterprise which the supervisor directs."

A recent article in the JOURNAL on merit rating made a tactical error at the end of the article with the question: "What do you think?" Here are some thoughts on merit rating.

Objectivity

On jobs where there is a visible work product which can be counted and inspected, it might be possible to rate objectively. However, most jobs do not have this kind of product, particularly in office work. One approach which may promote objectivity about office jobs is for the rating supervisor to have a well-defined standard of performance for each job. This standard performance can well be

1. The desired quantity of work to be produced;
2. The quality that is acceptable;
3. Some ideas of the manner of doing the work.

When the supervisor is equipped with this information, and when he is inclined to rate objectively, it is possible to make an objective rating by comparing the performance of the worker against the

established standard. But let's look at facts in the matter. Supervisors do not like to give bad news to employees. Some supervisors do not like to give good news to employees. Most supervisors would rather not discuss employees' performance at all. It is embarrassing, so they skip it if they can. It is doubtful if any rating system can be worth very much if the people who do the rating find distaste in the operation. We conclude from this then that if rating is done, that it should be done not only with the consent, but also with the enthusiastic desire of the supervisors to perform the rating. Inspiring this desire is a difficult thing to do, but unless it is done, and unless the job is well thought out, the ratings are apt to have a high degree of subjectivity, which means that they end up being only the opinion of the supervisor about a worker's performance. Next comes the question — is this bad? Whether good or bad depends on what use is to be made of the ratings.

Use of Merit Rating

Merit ratings are probably most frequently used for the purpose of determining who gets an increase, or — unfortunately — for the pur-

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SOME THOUGHTS ON MERIT RATING

pose of determining who is excluded from the increase list. But there are other possible uses in a personnel program. Most supervisors will agree, and so will workers, that it is a good idea to take a look at job performance frequently, and to let the worker know how he is getting along, whether good or bad. The fact that the performance has been discussed usually promotes a sense of security in the position, which undoubtedly is a good effect. The rating process also improves the relations between the supervisor and workers by letting each know how the other feels about the shop or office. Regardless of what happens to the pay check, this can be a good thing. It is embarrassing for a supervisor to approach a worker, and say: "See here, Johnny, your work is not what it ought to be." However, if there is a rating plan in effect, and a rating form to fill out, which both the worker and the supervisor know exist, some of the embarrassment is removed. This need not have anything to do with salary adjustment.

Merit Rating

A merit rating system can be used as a take-off point from which to discuss workers' performances, regardless of any other uses; if it will be used for this purpose, it probably justifies the effort made to install and operate the system. Determining who receives merit increases is a by-product of the system, and not necessarily the most significant or important objective in merit evaluation. Since "merit" is very frequently related to salary, perhaps it would be better not to call this process a merit rating system,

but something like "Employee Evaluation".

The Evaluation Process

We must admit that there is a large degree of subjectivity in any rating. To at least some extent, each rating is the opinion of the supervisor about his employee. But is this bad? Any individual who qualifies for a position as supervisor is entitled to have an opinion about his subordinates, and in most cases, probably this opinion is a valuable concept. The supervisor has the responsibility for getting work done. Nobody knows better than he does the requirements to get the job accomplished. His opinion, therefore, is one which should be respected.

If we eliminate employee evaluation as a process, because it is subjective and not objective, what we are really saying is that we do not think supervisors have the ability or the authority to come to a wise conclusion about their employees. I do not believe this is so. Of course, not all supervisors have equal abilities in personnel management.

However, by and large, supervisors know very well what they need in the office or shop, and usually know with a high degree of accuracy whether or not each employee is supplying that need. In essence, the employee evaluation is a process of telling the employee how well or how poorly he is meeting the supervisor's opinion of the needs of the shop. This opinion is probably not highly valid for statistical purposes, but it can be used very humanly in personnel management.

Setting the Values of Evaluation

It has become pretty well estab-

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lished that workers do not work just for money alone. They want to have a sense of participation; they want job security; they want to be treated as individuals. If the emphasis in merit rating is on determining who gets a raise, the rating-process is perverted into something which is far less of value than could be possible if the other drives were taken into account. It does not greatly matter

what kind of rating form is used, nor what the items on the form are, nor how the rating form is marked. The essential part of the process is a discussion between the supervisor and his subordinate, which promotes the subordinate's security, which enhances his belief in himself as an individual, and which gives him a sense of participation in the enterprise which the supervisor directs.

NEWS, NOTES & QUOTES . . .

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something interesting and timely to discuss with their friends, the railroad has long published a monthly letter called "*Things to Talk About*." Begun more than 35 years ago by the then president of the road, C. H. Markham, the letters are a simple, yet highly effective public relations device which others can profitably use.

In the course of the 445 letters that have been written by four presidents of the railroad, a variety of subjects has been covered. To name but a few, there have been letters on taxes, floods, new locomotives, piggy-back, safety, air conditioning, profits, coal, stock, war, customer service, holidays, strawberries, and even public relations itself.

Down through the years, the purpose of the letters has remained basically the same. As originally stated in a letter that accompanied the first "*Things to Talk About*," it was: "Each edition of the bulletin will discuss an important and interesting phase of the constantly changing railroad situation. While the information contained in the bulletin may not be news to the

officers addressed, it is believed that they may find in it features which will prove helpful to them in the preparation of material for newspaper interviews, public addresses, public conversations, etc."

Later, in November 1926, the purpose was reaffirmed: "The bulletins called '*Things to Talk About*' are issued monthly to provide representatives of the Illinois Central System with correct and authoritative information for use when they are called upon to discuss the business in which they are engaged. Most of the officers and employees are too busy to compile such information for themselves; yet the busiest are usually the ones who are most often called upon to use such information—in conversations, in addresses, in interviews, and in many other ways. It is hoped that these bulletins will supply their need."

Today, according to President Wayne A. Johnston, the purpose continues to be one of offering the employee in the yards, on the trains, and in the offices a conversational source that is current and factual.

Skeptics may wonder whether the letters are worth the time, ef-

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Are You Interested In Secretarial In-Service Training Programs?

LEE J. VOTAVA

THEODORE J. WOLOSON

Two different approaches to this training technique are described. Perhaps an adaptation of one, or both, will best meet the needs of your campus.

THE SECRETARIAL CONFERENCE — Mr. Votava

The "Secretarial Conference," as it is generally referred to by our 70 clerical staff members, is basically an in-service training program designed to elaborate on better working performance of the clerical staff of the Division of Services for Crippled Children in rendering care to children who are crippled or who may have a condition leading to crippling.

In order that services provided by the Division may be reasonably extended to all crippled children, District Offices have been established in the following strategic locations in Illinois: Chicago, Rockford, Peoria, Rock Island, Normal, Urbana, Springfield, Olney, Belleville, Mt. Vernon and Harrisburg. In addition, Central Office, the nucleus from which the program stems, is also located in Springfield.

The clerical staff assigned to the above offices varies from 1 to 40 in number; their duties are carried out under the direct supervision of

a highly skilled professional staff assigned to a particular area. The care provided may well come under one or more of the following categories: Medical Social Service, Speech and Hearing Service, and Nursing Service; in addition, the Photographic, Statistical, Business, and Administrative departments all utilize the services of our clerical employees.

Basically, in any one of the above categories, the duties of the clerical employee are the same, irrespective of location of the office, but there are occasions when variations are in order. Thus the purpose of the annual In-Service Training Conference is many-fold:

1. The employees from the various District Offices have an opportunity to see the staff of the Division as a whole; to the Central Office clerical employees, the staff in the District Offices become an actuality, rather than a "voice" on the other end of the line.
2. Management listens; then speaks to the staff as a group.
3. Problems are shared; feasible solutions are offered.
4. New procedures are intro-

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- duced, discussed, and where feasible, adopted.
5. Established procedures are reviewed, suggestions are given where improvement is needed.
 6. Morale is boosted; friendships are established, and a feeling of belonging is created.

The combined clerical staff gathered at Central Office in 1946 for their initial In-Service Training Conference. Although this Conference centered around policies and procedures only, an idea was born; consequently, each year, as our over-all program has expanded, progressive training devices have been introduced and utilized as follows:

1. *Films* — selected to emphasize proper office techniques, etiquette, etc. (Example: Films developed and demonstrated by the Bell Telephone Company.) Personnel has developed a set of slides to aid in teaching policies and procedures utilized by the Division.

2. *Workshops* — Topics are chosen in cooperation with the clerical employees; leaders may be selected from the professional staff or from the clerical staff members who are well versed in a particular subject.

3. *Lectures* — The speaker being selected from a field of special interest to the staff, such as university personnel, civic leaders, directors of business colleges, etc.

4. *Tours* — Conducted tours arranged and planned by personnel

to points of interest, such as Medical Centers, with emphasis placed upon seeing the type of care in action being provided by the Division. (A brief report is usually required from each staff member as to what the tour meant to her.)

5. *Skits* — Skits are usually developed by the clerical staff — with a minimum of supervision; although funny, we have found that a good skit is a very satisfactory means of "putting over" many phases of office routine.

6. *Talk-it-Over Sessions* — Such sessions provide the group with the opportunity to compare, ventilate, adopt, and develop means to accomplish a goal that may be important to them in performing their work.

To further stimulate interest in our In-Service Training Program, an occasional Charm School may be conducted, or a special luncheon and/or a banquet held.

Budget-wise, our In-Service Training Conference is fairly costly, since it is necessary for us to bring our clerical staff to a central meeting point; however, the theory that "good training pays big dividends," is further substantiated by the relatively small percentages of errors detected in the day-by-day flow of work, in spite of geographical barriers in location of the District Offices.

Therefore, our In-Service Training Conference is just another means in giving the crippled child better care through better clerical service.

THE EMPLOYEE SPONSORS THE PROGRAM — Mr. Woloson

One of the most satisfying reali-

Mr. Woloson is Personnel Officer, Wayne State University.

zations that can come to a university administrator is the knowledge that the university staff is willing and able to grow as the campus and educational program develops.

This pleasant realization became apparent at Wayne State Uni-

THE EMPLOYEE SPONSORS THE PROGRAM

versity about four years ago when, during major administrative changes and campus development, a group of forward-looking secretarial staff members requested an opportunity to present a Secretaries Institute for office personnel and other University staff members. Personnel and administrative staff, wise to the benefits that can be derived from an employee-sponsored program, listened attentively to the following proposal submitted by the Secretaries Association.

It was proposed that:

- A. A one-day training program be presented, covering the following:
 - 1. Personality development.
 - 2. Personal grooming.
 - 3. Office management.
 - 4. Office equipment.
 - 5. Filing systems and procedures.
 - 6. Departmental secretarial problems.
- B. The program be given during working hours at a time convenient to the University.
- C. The program be self-supporting.
- D. All arrangements be handled by the Secretaries Association.
- E. The theme be, "You on the Staff at Wayne University."

Because of the magnitude of the program, two days, instead of one, were made available, with pay, to any person wishing to attend.

The first Institute was held during the summer of 1955, with over 100 in attendance. In addition to a nominal registration fee, financial underwrite was obtained from

two interested donors in the Detroit area. Exhibits and displays were provided by local vendors, together with favors and "carry-aways." Speakers and program participants were readily available from the University faculty and from the Detroit business community. The luncheons and coffee breaks in the two-day program provided an opportunity for those attending to exchange views of mutual interest and, further, to meet faculty, administrators, and other professional people.

After four such Institutes, I believe I can confidently say that we have had more than reasonable success, although it would be difficult to truthfully state who has profited most from these programs — the university or the secretaries. Continued increases in attendance by the University staff and secretaries from business and industry, and the numerous requests that additional topics be covered in future programs, have indicated that a need is being met. This interest is further borne out by the fact that attendance is on a voluntary basis, with the full registration fee being paid by the individual.

The University has recognized the Institute's value by supporting its continuation, both financially and through counsel by the Department of Personnel Services. The Institute still remains under the sponsorship of the Secretaries Association, which is held responsible for making all arrangements, with only administrative details being worked out by University officials.

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fort, and money it costs to produce them. But the railroad feels, and with good reason, that they are. For instance, General Superintendent John Porterfield received his copy of the first bulletin while he was on the road. He handed a copy of it to a newspaper reporter in New Orleans, and it was published in an interview. Then he was asked to make a talk in Kentucky the next day and again he used the material in the bulletin.

Likewise, some employees excerpt ideas from the letters to explain themselves or their jobs at civic or fraternal clubs. Others have been known to slip in Illinois Central facts and figures while talking to friends and neighbors.

Among the many facts that have been pinpointed by the letters is the number of persons (35) it takes for the "City of New Orleans," one of the railroad's noted day-liners, to leave Chicago. "In numbers the workers range downward from eight waiters, six mail clerks, four assistant cooks, four train porters, two conductors, and two chefs to one each in the classifications of passenger representative, stewardess, engineer, fireman, flagman, baggageman, steward, waiter-in-charge, and club-car porter," one letter explained.

If someone says that he watched a locomotive taking on water, an employee who reads "Things to Talk About" can mention that each year eight billion gallons of water are consumed by Illinois Central locomotives — or enough water to create a lake a mile square with a depth of 40 feet.

Another letter, the September 1956 one, explained a part of the origin of the railroad to employees

of the Illinois Central System:

"One hundred years ago this month the Illinois Central kept a promise. That promise was to complete the charter lines of the railroad within six years . . .

"The building of the Illinois Central Railroad resulted in the transformation of the Wild Illinois Prairie into prosperous farms and towns and had a profound effect upon the opening of the entire American West. Soon other railroads were pressing toward the Pacific. Within 13 years, despite the interruption of the Civil War, the Atlantic and the Pacific were joined by rail."

While the four presidents, C. H. Markham, L. A. Downs, J. L. Beven, and Wayne A. Johnston, have always written the letters themselves, they have welcomed suggestions for topics from their employees, customers, and friends.

Although the first letter was sent to only 300 officers of the system and to newspapers along the lines of the railroad, its value was soon realized. By the time the second letter was written, the mailing list had been upped to 500. Today, "Things to Talk About" is mailed to about 7,000 persons, and the more than 33,000 employees have a chance to read it each month in the company magazine, "Illinois Central Magazine," where it has been published since 1940.

Your employees are the first line of communications in getting public acceptance for your business. You are overlooking an important opportunity if you fail to systematically provide them with facts that they can talk about to other employees and their friends.

— *Bob Dameron in the September, 1957 issue of AMERICAN BUSINESS.*